



**Office for Standards
in Education**

Inspection report
Sandbach Community Primary School

Cheshire Education Authority

Dates of inspection: 21-22 June 2004

This inspection was carried out under section 3 of the School Inspections Act 1996 and was deemed a section 10 inspection under the same Act

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Basic information about the school

Name of school:	Sandbach Community Primary School
Type of school:	Primary
Status:	Community
Age range of pupils:	3 to 11 years
Headteacher:	Mrs J Broadley
Address of school:	Crewe Road Sandbach Cheshire CW11 4NS
Telephone:	01270 763701
Name and address of appropriate authority:	The governing body, address as above
Chair of governors:	Mr N Burrows
Local education authority area:	Cheshire
Unique reference number:	111037
Name of reporting inspector:	Mrs J Jones HMI
Dates of inspection:	21-22 June 2004

Introduction

1. Sandbach Community Primary School is situated near the town centre of Sandbach. The school is of average size; the numbers on roll have increased over the last two years, having fallen previously. There are 187 full-time pupils and a further 45 part-time pupils in the nursery. During the last two years, more pupils than is typical nationally joined the school, or left it, at stages other than the usual times for admission. The school serves an area which experiences some educational and social disadvantage. The proportion of the pupils who are eligible for free school meals has risen over the last few years and, at 26 per cent, is above average. Seventeen per cent of the pupils have special educational needs, including one pupil who has a formal Statement of Special Educational Need. Currently, one pupil has a home language other than English; there were five earlier in the year. The school admits pupils of all abilities, but overall their attainment on entry to the school is below average.
2. The school was inspected in June 2002. The inspection was critical of many aspects of the work of the school, and the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.
3. The governors drew up an action plan to address the key issues from the inspection of June 2002. The school was visited by Her Majesty's Inspectors of Schools (HMI) on four occasions to monitor the progress being made.
4. In June 2004, an HMI and an Additional Inspector inspected the school, assessing the standard of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of June 2002.

Main findings

5. In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils. The main findings of the inspection are:
 - standards attained at the end of Key Stage 1 have risen markedly in the last two years. Although the pupils' results in the national tests in 2003 were below average overall, they were in line with those of schools in similar contexts. The provisional results for 2004 show significant improvement. When compared with previous national figures, they are broadly average in English and above average in mathematics, and early indications are that the results are likely to be well above average for schools in similar contexts;
 - standards attained at the end of Key Stage 2 have been more variable. The pupils in Year 6 have had considerable ground to make up as a consequence of weaknesses in the previous provision. The school had not yet received the results of the recent national tests, but its assessment data indicates that the results are not likely to show a major improvement over those attained last year. In the national tests in 2003, the results were below average overall but this masked a rise in English, and a fall in mathematics and science. While the school's results were average overall when set against those of schools in similar contexts, they represented unsatisfactory progress by the pupils over

the four years of the key stage when compared with schools whose pupils achieved similar results at the end of Key Stage 1 in 1999;

- the pupils' progress is variable across the school but is satisfactory overall. It is strongest at the end of Key Stage 1 and in the middle of Key Stage 2. Samples of the pupils' work indicate that areas of underachievement remain. More good teaching is needed to accelerate the pupils' rate of progress;
- in the Foundation Stage, provision is satisfactory overall and it is especially good for the pupils' personal and social development. Currently, the school's data indicates that pupils make satisfactory progress overall, although their progress in reading is slower towards the end of the Foundation Stage;
- the pupils' behaviour and attitudes to learning were very good in the Foundation Stage and at the end of Key Stage 1. They listened attentively to their teachers and their classmates and were generally keen to contribute to lessons. In Key Stage 2, the pupils' behaviour was generally good; their attitudes varied with the quality of teaching they received but were satisfactory overall. They responded well to knowledgeable and enthusiastic teaching, but did not consistently apply themselves in other lessons. Around the school, the pupils' behaviour was very good. They acted responsibly and courteously, showing respect for property and for others in the school community;
- the provision for the pupils' personal development, including their spiritual, moral, social and cultural development is satisfactory overall;
- attendance for the year 2003-04 fell by 0.5 per cent to 93.6 per cent, which is below the national figure for primary schools. The rate of unauthorised attendance has fallen to 0.4 per cent. The school uses appropriate strategies to improve attendance. Most pupils arrive at school on time;
- the quality of teaching has improved significantly since the inspection in June 2002. It was satisfactory or better in 19 of the 20 lessons, including four in which it was good or better. Teaching was strongest in English and mathematics. Lessons were well planned, with an appropriate range of activities that met the needs of the pupils. The more effective teachers used questioning well and provided various opportunities for the pupils to work collaboratively;
- the school is developing effective assessment systems in English and mathematics and has appropriate plans to extend this work, initially into science and information and communication technology (ICT). The pupils' progress is gauged at intervals against their National Curriculum targets, but the school has yet to develop well-defined systems to address underachievement. The data is used appropriately to inform class groupings, and to set curricular targets in English and mathematics. The quality of day-to-day assessment has improved but the school is aware that more work is needed to increase the effectiveness of the cycle for planning, teaching and assessment;

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- the curriculum is suitably broad and balanced. However, the opportunities to develop the pupils' investigative skills in science are variable across the school, and in some classes are limited. The application of ICT across the curriculum is underdeveloped. The school intends to promote the contribution of sports and the arts;
 - the provision for the pupils who have special educational needs is satisfactory;
 - a positive climate for learning has been established. The pupils are cared for and supported well. The school's ethos helps the high number of pupils who join the school at intervals during the year to settle in quickly;
 - the school has forged a number of effective links with other local schools to develop and enrich the provision. Relationships with parents have improved; three parents are training to be classroom assistants and others help in class on a voluntary basis. The rise in the numbers on roll reflects the school's rising reputation in the local community;
 - the governing body is supportive of the school and committed to bringing about improvement. It is well informed about the day-to-day work of the school through the close involvement of a small core of governors, including the chair. The governors have received training to develop their effectiveness in holding the school to account. Their review of the school's progress against the action plan earlier this term demonstrated a robust approach to monitoring the work of the school;
 - the headteacher provides good leadership of the school. She is ably supported by the deputy headteacher and the recently appointed Key Stage 2 co-ordinator. The staff work well as a team and demonstrate a shared commitment to improvement. The role of the subject co-ordinators has begun to develop well but they vary in their influence in raising standards;
 - there have been recent significant improvements in the rigour with which the senior managers have monitored the work of the school and evaluated the effectiveness of subsequent actions. The co-ordinators have also begun to monitor their areas, and an ethos of responsibility and accountability is emerging. However, the outcomes of monitoring and self-evaluation do not sufficiently inform strategic planning;
 - the local education authority (LEA) has met its commitment to the school, drawing on a range of its services, including the personnel and finance departments, the education welfare service and support from consultants and advisers. Over the last few months, the school has demonstrated an increased capacity to drive its own improvement.
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Key issues

6. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:

- continue to raise standards;
- increase the amount of good teaching in the school;
- develop further the role of the co-ordinators;
- continue to strive to raise attendance.

Inspection findings

Standards achieved by the pupils

7. Standards attained at the end of Key Stage 1 have risen significantly in the last two years. In the national tests and assessments in 2003, the pupils' average points scores were average in reading but below average in writing, mathematics and science. Although the results were below average overall, they were in line with those of schools in similar contexts in writing and mathematics, and above average in reading. The provisional results for 2004 show significant improvement. When compared with previous national figures, they are broadly average in English and above average in mathematics, with the considerable strides being made in writing and mathematics, and particularly at the higher levels. Early indications are that the results are likely to be well above average for schools in similar contexts, both in the proportions attaining the basic standard expected of their age, Level 2, as well as the higher Level 3.

8. Standards attained at the end of Key Stage 2 have been more variable over the last few years. The pupils in Year 6 have had considerable ground to make up as a consequence of weaknesses in the previous provision. The school had not yet received the results of the recent national tests, but its assessment data indicates that the results are not likely to show a major improvement over those attained last year. In the national tests in 2003, the results were below average overall but this masked a rise in English, and a fall in mathematics and science. In English, 74 per cent of the pupils attained the standard expected of their age, Level 4, 84 per cent in science, and a well-below average proportion, 53 per cent, attained Level 4 in mathematics. While the school's results were average overall when set against those of schools in similar contexts, they represented unsatisfactory progress by the pupils over the four years of the key stage when compared with schools whose pupils who achieved similar results at the end of Key Stage 1 in 1999.

9. The pupils' progress is variable across the school but is satisfactory overall. It is strongest at the end of Key Stage 1 and in the middle of Key Stage 2. Samples of the pupils' work indicate that areas of underachievement remain in some classes and in some subjects. More good teaching is needed to accelerate the pupils' rate of progress.

10. In the Foundation Stage, provision is satisfactory overall and it is especially good for the pupils' personal and social development. The quality of relationships between the adults and the pupils is a strength in both of the Foundation Stage classes, and leads to good gains in

the pupils' confidence and self-esteem. They engage enthusiastically in the activities across all the areas of learning. Currently, the school's data indicates that pupils make satisfactory progress overall. The pupils enter the nursery with below-average attainment, particularly in communication, language and literacy, but make good progress in the development of their oral communication skills through talking in large and small groups and by working collaboratively. The more-able pupils attain the nationally set Early Learning Goals by the end of the Foundation Stage.

11. Standards in English have risen significantly over the last two years. In the nursery and reception classes, the pupils develop a love of books and stories, and have a good understanding of sequencing and predicting events. They recognise and name letters of the alphabet, and their knowledge of letter sounds is much improved. Many pupils talk confidently about their writing and clearly enjoy writing activities. Some of the older pupils write in simple sentences, though their letter formation is very variable. The school has identified that the development of the pupils' early-reading skills is slower towards the end of the Foundation Stage. The pupils' progress in reading and writing improves significantly in Year 2, and this was confirmed by their performance in this year's national Key Stage 1 tests. Most pupils in Year 2 contribute confidently in class discussion and many explain their ideas and express their views clearly and at length. They record their ideas and organise their writing well, showing a good understanding of story structure, settings and characterisation. Standards of handwriting and spelling also improve as the pupils progress through Year 2. The overuse of worksheets in Year 1 restricts the pupils' opportunities and ability to organise their written responses for themselves and to develop their writing skills more widely.

12. At Key Stage 2, the standards the pupils attain, and the progress that they make, are variable. The pupils in Years 4 and 5 listen attentively and engage enthusiastically in class discussion. Many of them speak at length and present arguments logically. While standards of writing at Key Stage 2 are generally below the levels expected, there are examples of writing of good quality in Year 5. For example, the speeches prepared by the pupils in the debate about the hunting of whales presented well-constructed arguments, using a range of persuasive language and well-chosen vocabulary; they read their writing aloud fluently and with expression that added weight to their views. Nevertheless, in Key Stage 2 as a whole, while many pupils read text aloud confidently, their understanding of the texts they are reading is sometimes not as well developed. Though improving steadily, wide variation remains in standards of spelling, handwriting and punctuation. In Years 3 and 6, the pupils do not consistently demonstrate good attitudes to learning; this sometimes results in classroom discussions that lack sustained focus, and restricts the pupils' achievement in writing because they do not work as productively as they should.

13. Standards in mathematics have improved and are broadly in line with national expectations in the Foundation Stage and Key Stage 1, with particularly good progress being made in Year 2. This was reflected in the results of the recent national tests, where an above-average proportion of the pupils attained the Levels 2B and 3. In the nursery class, the pupils could identify numerals to five and sometimes beyond. They showed confidence in counting the number of train passengers and they were beginning to use comparative language such as "more" and "most". Many pupils in the reception class were achieving some of the Early Learning Goals; for example, they could count reliably to ten and add sets of objects together. Work in number is securely developed; for example, most pupils in Year 1 knew the even numbers and counted up in twos, and added pairs of numbers by counting on. The pupils in Year 2 used the symbols and language of addition, subtraction and multiplication confidently

when calculating and discussing their work. Their skills in using and applying mathematics are developed well: the higher-ability pupils used effective strategies to investigate the truth of statements such as “there are 4 numbers less than 10 that are exactly divisible by 3” and “the multiplication table for 4 is always even”, while the middle and lower-attaining pupils explored totals that could be made with three dice using different combinations of operations.

14. At the end of Key Stage 2, standards in mathematics are below average, principally because the pupils have not made up all the ground lost in earlier years; not all of their previous learning has been securely grounded in understanding. Their skills in number have been developed appropriately; for example, they can multiply pairs of two-digit numbers and calculate simple percentages of quantities. Standards are rising across the key stage. The school has increased its emphasis on developing the pupils’ skills in using and applying mathematics, mainly through the solution of problems in everyday contexts and particularly in relation to topics recently studied. The teachers encourage the pupils to explain their reasoning and methods, using appropriate mathematical language and methods of recording. The use of investigative approaches to learn about new concepts, however, is less well developed.

The pupils’ attitudes, values and personal development

15. The pupils’ behaviour and attitudes to learning were very good in the Foundation Stage and at the end of Key Stage 1. They listened attentively to their teachers and their classmates and were generally keen to contribute to lessons. They demonstrated high levels of personal independence and acted responsibly when using and clearing away equipment. The pupils in Year 1 were sometimes restless and inattentive in class and needed frequent reminders to ensure they engaged fully with the work they had been set. In Year 2, the pupils’ behaviour and attitudes were excellent overall; they were enthusiastic and confident in their learning, and they worked productively.

16. In Key Stage 2, the pupils’ behaviour was generally good in lessons; their attitudes varied with the quality of teaching they received but were satisfactory overall. They responded well to knowledgeable and enthusiastic teaching, but did not consistently apply themselves in other lessons. In the best instances in the middle of the key stage, the pupils were motivated and attentive in class and were keen to do well. The younger and older pupils were sometimes slow to settle to the tasks they had been set and they did not always sustain concentration.

17. Around the school, the pupils’ behaviour was very good. They conducted themselves well at break and lunchtimes, moving sensibly around the school site, and they were friendly and helpful to visitors. The pupils acted responsibly and courteously, showing respect for property and for others in the school community.

18. In its commitment to becoming fully inclusive, the school is conscientious in its efforts to meet the needs of all pupils through additional support and guidance. Consequently, pupils are excluded only when other strategies have been exhausted. There has been one fixed-term exclusion this term.

19. The provision for the pupils’ personal development, including their spiritual, moral, social and cultural development is satisfactory overall, with some strengths. Through well-established behavioural strategies, the pupils are taught the differences between right and wrong and to have respect for the feelings and views of others. A lesson in personal, health

and social education, for example, engaged the pupils in discussion about the consequences of different choices in the context of shop-lifting. Some pupils have the opportunity to take responsibility through the school council; others act as playground buddies. Assemblies and singing are used well to promote the school's inclusive ethos and they provide good opportunities for reflection. In an assembly during the inspection, the pupils considered the thought for the day, "respect", in relation to caring for the environment, before moving on to thinking about respect for other people. There were some missed opportunities to further this aspect of the pupils' education in lessons, however; for example, in a lesson about holidays in the 1900s and 1950s, stereotypical responses were reinforced rather than challenged. Work in some subjects, and attractive displays around the school such as African masks, contribute to the pupils' knowledge of other religions and cultures. Nevertheless, there remains scope to develop the pupils' awareness of the multicultural diversity of this country.

20. Attendance for the year 2003-04 fell by 0.5 per cent to 93.6 per cent, which is below the national figure for primary schools, and falls well short of the school's target. The school has worked successfully with parents who are now showing a greater awareness of the need to inform the school of the reasons for their child's absence; the rate of unauthorised attendance has fallen to 0.4 per cent. The school uses appropriate strategies to improve attendance; for example, it contacts the families of particular pupils on the first day of absence, and is sensitive to the particular needs of a small number of families. The school receives valuable support from the education welfare service. However, as there are many other pupils whose attendance is unsatisfactory, the school needs to apply a wider range of strategies to promote better attendance. Punctuality is satisfactory; most pupils arrive at school on time.

The quality of education

21. The quality of teaching has improved significantly since the inspection in June 2002. It was satisfactory or better in 19 of the 20 lessons, including four in which it was good or better. Teaching was strongest in English and mathematics; the teachers have developed their subject knowledge well in these areas of the curriculum. Good relationships were a feature of the lessons and contribute positively to the school's ethos. Lessons were well planned with an appropriate range of activities that met the needs of the pupils and held their interest. The more effective teachers used questioning well; they asked open questions that enabled the pupils to expand their ideas and explain strategies, and built skilfully on the pupils' responses to probe and develop their understanding further. They provided various opportunities for the pupils to work collaboratively. There were elements of weakness in the satisfactory lessons. These varied between teachers and subjects, but included loss of pace, insufficient challenge, and some insecurity in subject knowledge.

22. The quality of learning closely matched the quality of teaching. When classroom routines were securely established, most pupils, including the youngest, made good use of opportunities to work independently and collaboratively. At other times, the pupils were not as quick to settle and required reminders to sustain their concentration and work productively. The teaching assistants made effective contributions to the pupils' learning; for example, they supported group discussions, and helped lower-ability pupils. They were not always well-deployed during whole-class interactive teaching.

23. The school is developing effective assessment systems in English and mathematics and has appropriate plans to extend this work, initially into science and ICT. Assessment in English is particularly thorough and is used increasingly effectively to support teaching and

learning. The pupils' progress is gauged at intervals against their National Curriculum targets, but the school has yet to develop well-defined systems to address underachievement. The data is used appropriately to inform class groupings, and to set curricular targets in English and mathematics.

24. The quality of day-to-day assessment has improved. In some lessons, the use of individual whiteboards provided the teachers with instant feedback about the pupils' knowledge and understanding so that misconceptions and errors could be quickly addressed. Marking is carried out conscientiously, with greater emphasis being placed on diagnostic assessment in relation to the particular learning objective or curricular target. However, the school is aware that more work is needed to improve the effectiveness of the cycle for planning, teaching and assessment.

25. The curriculum is suitably broad and balanced, although in most classes the time given to art and design and technology is below that which is recommended. The opportunities to develop the pupils' investigative skills in science are variable across the school, and in some classes are limited. Although all the pupils have appropriate opportunities to develop their ICT skills, in many cases this is from a low base. The application of ICT across the curriculum is underdeveloped. The school has rightly given increased emphasis to raising standards in English over the last couple of years. As it develops the curriculum, the school intends to promote the contribution of sports and the arts. The pupils enjoy participating in a number of out-of-school sporting activities, and various visits are arranged to enrich and extend the pupils' learning.

26. Planning in the Foundation Stage spans the six required areas of learning and is generally sound. It is most thorough for the areas of communication, language and literacy and for the development of the pupils' mathematical skills. However, the planning for the pupils' physical development is not always structured sufficiently to ensure the pupils make consistently good progress in this area of learning. The development of the outside area as an extension of the classroom also needs further consideration. Assessments of the pupils' learning and achievements are undertaken conscientiously in the nursery and reception classes. In general, the information the teachers gather is used appropriately to inform the planning of activities.

27. The provision for the pupils who have special educational needs is satisfactory. The pupils' needs are assessed and monitored systematically, and the school works closely with outside agencies to the benefit of those who need additional support. The quality of the pupils' individual education plans is improving currently, as the targets set for the pupils become more precise and criteria are agreed by which the progress of the pupils may be measured. The work the teachers set is usually well matched to the pupils' learning needs. In general, the teaching assistants work effectively with the pupils who have been identified for additional support.

28. A positive climate for learning has been established. The pupils are cared for and supported well in a calm and orderly environment. Across all aspects of the school's work, achievement is recognised and celebrated; this is helping to raise the pupils' self-esteem and their sense of pride in their work. The school's ethos helps the high number of pupils who join the school at intervals during the year to settle in quickly. The school is committed to developing fully inclusive education and, to this end, it has joined with a cluster of neighbouring schools as part of a local inclusion initiative.

29. The school has forged a number of effective links with other local schools to develop and enrich the provision. In particular, the co-ordinators are benefiting from working with partners from Holmes Chapel Primary School, and the school is involved with a number of projects with Sandbach Girls School. Relationships with parents have improved; three parents are training to be classroom assistants and others help in class on a voluntary basis. The rise in the numbers on roll reflects the school's rising reputation in the local community. The school has been successful in its bids to a local building society and to the LEA for funding to improve the playground environment.

Leadership and management

30. The governing body is supportive of the school and committed to bringing about improvement. It is well informed about the day-to-day work of the school through the close involvement of a small core of governors, including the chair, who has a good understanding of the strengths of the school, the standards attained, and the areas for future development. Parents are fully represented on the governing body. The LEA's senior primary adviser provided training for the governors to develop their effectiveness in holding the school to account. Their review of the school's progress against the action plan earlier this term demonstrated a robust approach to monitoring the work of the school and reflected a clear understanding of what remained to be done. Links between individual governors and staff with specific responsibilities are beginning to develop well.

31. The headteacher provides good leadership of the school: morale has risen, the staff feel valued, and there is a good level of professional dialogue that enables the staff to offer and receive support from each other. A culture of continuing professional development has become established. The staff work well as a team and demonstrate a shared commitment to improvement.

32. The headteacher is ably supported by the deputy headteacher and the recently appointed Key Stage 2 co-ordinator, who has further strengthened the good management partnership of the headteacher and deputy headteacher. The deputy headteacher has provided effective leadership of the Foundation Stage and Key Stage 1. Weaknesses identified in these stages have been tackled with vigour and commitment by staff as a result of her clear direction. The deputy headteacher and Key Stage 2 co-ordinator provide models of good practice in their respective key stages and in the curriculum areas for which they are responsible, namely, English and mathematics. This strengthens the opportunities for, and effectiveness of, school-based professional development and ensures a good foundation for monitoring and evaluating the school's performance and practice.

33. The role of the subject co-ordinators has begun to develop well. They are enthusiastic and have participated in a useful programme of training. While all the co-ordinators demonstrate an improved understanding of their role and have begun monitoring the provision, they vary in their influence in raising standards. The co-ordination of ICT had stalled following the departure of the previous Key Stage 2 co-ordinator, but has recently been provided by a teacher from a local school; she has carried out an audit and has written an action plan. The school has appointed a suitably experienced teacher to co-ordinate the subject from September. The recently appointed co-ordinator for special educational needs is developing her role effectively and relevant training is being undertaken.

34. There have been recent significant improvements in the rigour with which the senior managers have monitored the work of the school and evaluated the effectiveness of subsequent actions. Since January, the school has carried out a rigorous programme of monitoring and acted effectively to address the weaknesses identified. Subsequent monitoring showed that improvement had been brought about; for example, in the teaching of phonics in the Foundation Stage, and in the teachers' questioning skills. The co-ordinators have also begun to monitor their areas, and an ethos of responsibility and accountability is emerging. However, the outcomes of monitoring and self-evaluation do not sufficiently inform strategic planning. While senior staff have reacted appropriately to the findings of their monitoring, often providing bespoke support and challenge for staff, the link between self-evaluation and whole-school strategic planning is less well developed.

35. The LEA has met its commitment to the school, drawing on a range of its services, including the personnel and finance departments, the education welfare service and support from consultants and advisers. In particular, the school has benefited from the support and challenge of the senior primary adviser, particularly in developing the roles of the co-ordinators and governors. Support has also been provided by other advisers and consultants across a range of subjects, at a whole-school level and for individual teachers. Over the last few months, the school has demonstrated an increased capacity to drive its own improvement.

Implementation of the action plan

36. The inspection report of June 2002 required the school to address four key issues. These principally related to: raising standards in English and mathematics; increasing the pupils' rate of progress; stabilising leadership and management; and improving the quality of teaching and the use of assessment. The school has made satisfactory progress overall in addressing these weaknesses.

37. Good progress has been made in raising standards in English and mathematics, and in improving the quality of teaching. The school has made effective use of opportunities for professional development. There have been corresponding improvements in the rate of the pupils' progress, particularly in English and mathematics, although more good teaching is necessary if more rapid progress is to be made and sustained over time. The quality of teaching and learning in subjects other than English and mathematics is more variable, although generally satisfactory, and is an identified area of development for the school. Reasonable progress has been made in developing assessment, but with more still to do.

38. The leadership of the school was stabilised quickly through the appointment of the current headteacher shortly after the school was deemed to require special measures. She has provided good leadership, strengthened at an early stage by the deputy headteacher, and more recently by the Key Stage 2 co-ordinator. The development of robust systems of monitoring by senior staff and the governing body places the school in a strong position to continue to drive its improvement, although there is a need to raise the quality of self-evaluation so that it better informs strategic planning. The role of the co-ordinators is an area for continuing development.

Appendix – Information about the inspection

The school was inspected in June 2002 by HMI under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. It was also deemed a section 10 inspection under the same Act. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

The school was visited by HMI in January, May and September 2003, and in January 2004 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of June 2002.

In June 2004, an HMI and an Additional Inspector returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, and was also deemed a section 10 inspection under the same Act.

Twenty lessons or parts of lessons, one assembly and three registration sessions were inspected. The pupils were observed at break and lunch times, and samples of their work were inspected. Meetings were held with the headteacher, deputy headteacher, the Key Stage 2 co-ordinator, the co-ordinators for special educational needs, science and personal, health and social education, the chair of governors, and a senior primary adviser from the LEA. Informal discussions were held with other staff and pupils. A wide range of the school's documentation was scrutinised. Account was also taken of the evidence from previous monitoring inspections.

The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of June 2002 and the action plan prepared by the governing body to address those key issues.